

**Section I: BASIC COURSE INFORMATION WARNING: This ECD Is A Draft**  
*Edit This Course - ECD # 37777*

**Outline Status:** Pending Approval From: Vessella, Tom

[1 Note\(s\)](#)

1. **COLLEGE:** L.A. TRADE TECHNICAL COLLEGE

[No Notes](#)

2. **SUBJECT:** ENGLISH AS A SECOND LANGUAGE - NONCREDIT

[No Notes](#)

3. **COURSE NUMBER:** 006CE

[No Notes](#)

4. **COURSE TITLE:** ENGLISH AS A SECOND LANGUAGE - 0

[No Notes](#)

5. **CATALOG COURSE DESCRIPTION:**

[1 Edit\(s\)](#) [No Notes](#)

This is an open-entry open-exit course that emphasizes listening/speaking and reading/writing skills at a literacy level. The focus of the course is on meeting adult standards that systematically build language skills around life skills topics. The course also emphasizes the development of English sound/symbol correspondence, and reading and writing of simple English sentences.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

[1 Edit\(s\)](#) [No Notes](#)

This is an open-entry open-exit course that emphasizes listening/speaking and reading/writing skills at a literacy level. The focus of the course is on meeting adult standards that systematically build language skills around life skills topics. The course also emphasizes the development of English sound/symbol correspondence, and reading and writing of simple English sentences.

7. **CLASS HOURS:**

[2 Edit\(s\)](#) [No Notes](#)

	Standard Hrs	Total Hours per Term (standard hour x 18)
Lecture Hrs:	3	54
Lab Hrs:	0	0
Totals:	Lecture: 3	Lecture: 54
	Lab: 0	Lab: 0
	Total: 3	Total: 54
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54
	Lab: 0	Lab: 0
	Total: 3	Total: 54

**OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 for policy on

8. allowable

No Notes

limitations. Other appropriate statutory or regulatory requirements may also apply):

**Section II: COURSE CONTENT AND OBJECTIVES**  
**ECD # 37777 - ESL NC 006CE**

**1. COURSE CONTENT AND OBJECTIVES:**

1 Edit(s) No Notes

	<b>COURSE CONTENT AND SCOPE - Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class.</i> )	<b>Hours Per Topic</b>	<b>COURSE OBJECTIVES - Lecture:</b> Upon successful completion of this course, the student will be able to...(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')	
	<p>1. Basic Communication</p> <p>A. Basic personal information to make introductions, complements, congratulations, and thanks.</p> <p>B. Names of immediate family members and relationships.</p> <p>C. Basic feelings and emotions.</p> <p>D. Basic descriptions of people and things.</p>	8	<p>1. Basic Communication</p> <p>Use the Verb: TO BE (Simple Present Tense), imperatives, and personal pronouns that address communication skills to provide basic personal information.</p>	
	<p>2. General Information</p> <p>A. The Alphabet</p> <ul style="list-style-type: none"> <li>- in sequence</li> <li>- in basic spelling patterns</li> <li>- in phonetic relationship to sounds and letter symbols.</li> </ul> <p>B. Numbers</p> <ul style="list-style-type: none"> <li>- Cardinal numbers 0-100</li> <li>- Ordinal numbers 0-100</li> </ul> <p>D. Calendar</p> <ul style="list-style-type: none"> <li>- The days of the week</li> <li>- The months of the year</li> </ul> <p>E. Time</p> <ul style="list-style-type: none"> <li>- Time on the hour and half hour</li> <li>- Simple appointments</li> </ul> <p>F. Money</p> <p>F. Weather</p> <ul style="list-style-type: none"> <li>- Basic description of the weather</li> </ul>	8	<p>2. General Information</p> <p>Recognize and use demonstratives: THIS/THAT, IT, Questions beginning with WHEN/WHAT, YES/NO questions and answers, and use simple descriptive adjectives to express general information related to daily functional activities</p>	
	<p>3. Community Resources</p> <p>A. Housing</p>	8	<p>3. Community Resources</p> <p>Demonstrate ability to use</p>	

- Types of housing
- Rooms in a house
- Basic furniture items
- Basic location of items
- Basic household problems
- Simple classified 'want' advertisements

B. Money

- Coins and bills
- A simple purchase at a store
- Basic banking vocabulary
- Check writing

C. Food

- Common food items
- Categories of the most common food items
- Common phrases used to request services and assistance
- Common phrases used to make inquiries about prices.

D. Clothing

- Basic primary and secondary colors
  - Basic types of apparel
  - Basic description of clothing by size and style
  - Basic phrases related to price
  - Simple directions to locate items.

question words: WHERE...? WHAT...? WHEN...? HOW MUCH...?

Stative verbs: I WANT...

Polite requests: CAN I HAVE...? DO YOU HAVE...? Indefinite articles: A/AN, and make positive and negative statements to gain information about community resources.

Employment

8

4. Employment

	<ul style="list-style-type: none"> <li>- Common occupations</li> <li>- Common job-related tasks</li> <li>- Symbolic safety signs</li> <li>- Simple oral safety warnings</li> <li>- Basic personal questions related to work</li> <li>- Simple application form.</li> </ul>		<p>Express need using Stative ability: I CAN..., and demonstrate the ability to use simple present progressive to talk about employment. Express necessity: MUST/MUST NOT to discuss safety in the workplace.</p>	
	<p>5. Health</p> <p>The Body</p> <ul style="list-style-type: none"> <li>- Basic body parts</li> <li>- State of being</li> <li>- Basic hygiene practices</li> <li>- Basic nutrition practices</li> </ul> <p>Medical Services</p> <ul style="list-style-type: none"> <li>- Simple doctor appointments</li> <li>- Areas of pain</li> <li>- Simple commands and questions</li> <li>- Basic medicine labels</li> <li>- Basic emergency responses and procedures.</li> </ul>	8	<p>5. Health</p> <p>Demonstrate ability to understand and use imperatives</p> <p>Respond to YES/NO questions</p> <p>Use SHOULD/SHOULD NOT</p> <p>Use possessive pronouns to discuss issues related to health.</p>	
	<p>6 Community Resources</p> <p>Transportation</p> <ul style="list-style-type: none"> <li>- Common modes of transportation</li> <li>- Basic parts of a vehicle</li> <li>- Basic directions</li> </ul>	8	<p>6 Community Resources</p> <p>Recognize and use prepositions: IN, ON, AT, NEXT TO, ACROSS FROM, to talk about location.</p> <p>Express and respond to basic requests:</p> <p>CAN I...?, Directional questions: WHERE IS...?</p> <p>Directional words: GO LEFT, GO RIGHT, GO STRAIGHT, Polite</p>	

<ul style="list-style-type: none"> <li>- Common road signs</li> <li>- Bus and train schedules</li> </ul> <p>The Telephone</p> <ul style="list-style-type: none"> <li>- Basic telephone conversation procedures and etiquette</li> <li>- Alphabet in sequence</li> <li>- Numbers 1-100 in sequence</li> <li>- Telephone directory.</li> </ul> <p>The Post Office</p> <ul style="list-style-type: none"> <li>- Post office vocabulary: stamps, envelopes</li> <li>- Envelope addressing format.</li> <li>- Basic services at the post office - requests and responses</li> </ul> <p>The Library</p> <ul style="list-style-type: none"> <li>- Basic library vocabulary</li> <li>- Basic information on a library card application form.</li> </ul>		<p>requests: EXCUSE ME...</p> <p>Express gratitude: THANK YOU, YOU'RE WELCOME</p>	
<p>7. Interpersonal communication</p> <ul style="list-style-type: none"> <li>- The names, countries, and nationalities of classmates.</li> <li>- Appropriate classroom behavior</li> <li>- Simple forms of gratitude and regret.</li> <li>- Clarification: SPEAK SLOWLY, EXCUSE ME, I DON'T</li> </ul>	6	<p>7. Interpersonal communication</p> <p>Recognize and use clarifications: SPEAK SLOWLY, EXCUSE ME, I DON'T UNDERSTAND</p>	

	UNDERSTAND		
		Total: 54	
	Total Lecture Hours In Section I Class Hours: 54		

\*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

\*\*In general "activity" courses or portions of courses are classified "laboratory."

1. (cont'd) LAB:

No Notes

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).	Hours Per Topic	COURSE OBJECTIVES - <b>Lab:</b> Upon successful completion of this course, the student will be able to...(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
	Total: 0	
Total Lab Hours In Section I Class Hours: 0		

1. (cont'd) STUDENT LEARNING OUTCOME (SLO):

1 Edit(s) No Notes

STUDENT LEARNING OUTCOMES - (Quote the appropriate Institutional SLO's in this column):	HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - (Explain how each outcome will be assessed in this column):

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

1 Edit(s) No Notes

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Title	Author	Year
Ventures - Basic Level	Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez and K. Lynn Savag	2013

3. READING ASSIGNMENTS:

1 Edit(s) No Notes

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Basic readers, authentic material such as news paper clippings, advertisements, and other functional reading material to enhance reading skills.

**4. WRITING ASSIGNMENTS:**

[1 Edit\(s\)](#) [No Notes](#)

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

@import url(/example.css); @import url(/example.css); Basic sentence writing focused on functional activities to enhance writing skills.

**Essential Academic Skills: Critical Thinking and Other Course Components**

**5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

[1 Edit\(s\)](#) [No Notes](#)

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

N/A

**6. SELF REFLECTIVE LEARNING:**

[1 Edit\(s\)](#) [No Notes](#)

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below:

N/A

**7. COMPUTER COMPETENCY:**

[1 Edit\(s\)](#) [No Notes](#)

If applicable, explain how computer competency is included in the course.

Basic computer skills - Microsoft Word, basic internet searches, e-mail.

**8. INFORMATION COMPETENCY:**

[1 Edit\(s\)](#) [No Notes](#)

If applicable, explain how information competency is included in the course.

N/A

**Evaluation and Instruction**

**9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

[1 Edit\(s\)](#) [No Notes](#)

Out of class assignments (Homework) may include, but are not limited to the following:

N/A



10. METHODS OF EVALUATION:

1 Edit(s) No Notes

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

CASAS Pre and Post Test to determine a 3-5 point competency gain.

11. METHODS OF INSTRUCTION:

4 Edit(s) No Notes

Please Check All That Apply

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

1 Edit(s) No Notes

List the supplies the student must provide.

Paper, pencils, and dictionary

13. DIVERSITY:

1 Edit(s) No Notes

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

This is an ESL class which will draw a diverse population which will lend itself to cross cultural interaction.

14. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (Secretary’s Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

*RESOURCES*

3 Edit(s) No Notes

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

*INTERPERSONAL*

5 Edit(s) No Notes

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

*INFORMATION*

No Notes

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

*SYSTEMS*

No Notes

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

*TECHNOLOGY*

No Notes

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.



**Section III: SUPPLEMENTAL COURSE INFORMATION**  
**ECD # 37777 - ESL NC 006CE**

1. **DEPT/DIVISION NAME:** Academic Connections No Notes

2. **DEPT/DIVISION CODE:** 10 No Notes

3. **SUBJECT CODE :** 991 No Notes

4. **SUBJECT ABBREVIATION :** ESL NC No Notes

5. **BASIC SKILLS** 1 Edit(s) No Notes

Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **Yes**

6. **COURSE CLASSIFICATION :** ~~Credit Course~~ Adult and Secondary Basic Skills 1 Edit(s) No Notes

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code and a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code and must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

7. **NONCREDIT COURSE CLASSIFICATION :** Adult and Secondary Basic Skills 1 Edit(s) No Notes

Courses that are part of a Noncredit Certificate of Completion should be coded J (Workforce Enhanced)  
Courses that are part of a Noncredit Certificate of Competency should be coded K (Other Enhanced)  
Courses that are not part of a Noncredit Certificate should be coded L (Non-Enhanced)

8. **NONCREDIT ELIGIBILITY CATEGORY :** ESL 1 Edit(s) No Notes

9. **TOP CODE** - (6 digits XXXX.XX) ~~4930.87~~ 1 Edit(s) No Notes

Course content should match discipline description in Taxonomy of Programs found here: [Taxonomy Of Programs website](#)

10. **SAM CODE** (Student Accountability Model): E No Notes

11. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES** No Notes

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on

additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

**12. MATERIALS FEE : 0.0000**

1 Edit(s) No Notes

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks, tools, equipment, clothing, and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

**13. SPECIAL CHARACTERISTICS CODE DESCRIPTOR:**

1 Edit(s) No Notes

Please Check All That Apply

- Learning Assistance**
- Bilingual Education**
- Convalescent Setting**
- Correctional Facility**
- Persons with Substantial Disabilities**
- Citizenship for Immigrants**

**14. JUSTIFICATION:**

No Notes

Briefly describe the primary method used to determine the need for this course. For example, LaborMarket Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification.:

**15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR**

1 Edit(s) No Notes

**AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No**

a. If yes, the course will be a portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>).

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are not State approved programs and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

**16. Funding Agency Category:**

No Notes

Value:

17. State Course ID:

No Notes

**Section IV: ARTICULATION INFORMATION**  
**ECD # 37777 - ESL NC 006CE**

(Complete in consultation with College Articulation Officer)

**1. APPROVAL STATUS:**

No Notes

	<b>Approval Date Of</b>	<b>Board Date</b>	<b>Requested Effective Semester</b>	<b>Approved Effective Semester</b>
a. <input type="checkbox"/>	New Course	College:	Board: 6/13/07	Effective Semester: Effective Semester:
b. <input type="checkbox"/>	Addition of Existing District Course	College:	Board:	Effective Semester: Effective Semester:
c. <input checked="" type="checkbox"/>	Course Change*	College:	Effective Semester: Spring 2014	Effective Semester:
d. <input checked="" type="checkbox"/>	Outline Update	College:		Effective Semester:
e. <input type="checkbox"/>	Archive Course	College:	Effective Semester:	
f. <input type="checkbox"/>	Reinstate Course	College:	Board:	Effective Semester:

**Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES**  
**ECD # 37777 - ESL NC 006CE**

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Romo, Michael A.**

2. **DEPARTMENT: 10**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

No Notes

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

First Year:    Second Year:    Third Year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

No Notes

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?**  
(If yes, briefly explain how)

5. **METHOD OF SUPPORT**

No Notes

**-- Indicate how the college plans to support the proposed course:**

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:



C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

--

D. Supplies- List supplies and indicate dollar value:

--

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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**Section VI: APPROVALS**  
**ECD # 37777 - ESL NC 006CE**

**CERTIFICATION AND RECOMMENDATION**

1 Edit(s) No Notes

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

<i>Phinto Anketell</i>	<i>July 2<sup>nd</sup> '14</i>
Originator	
<i>Phinto Anketell</i>	<i>July 2<sup>nd</sup> '14</i>
Department/Cluster Chairperson	
<i>[Signature]</i>	<i>07/8/14</i>
Articulation Officer	
<i>Judith Sanchez</i>	<i>7.2.14</i>
Librarian	
<i>[Signature]</i>	<i>7/2/14</i> <i>7.2.14</i>
Dean (If applicable)	
<i>Alina Lopez</i>	<i>7/2/2014</i>
Curriculum Committee Chairperson	
<i>[Signature]</i>	<i>7/2/14</i>
Academic Senate President	
<i>[Signature]</i>	<i>7/2/14</i>
Vice President, Academic Affairs	
<i>[Signature]</i>	<i>7/14/14</i>
College President	